

THE CANADIAN SPELLER

TEACHER'S MANUAL

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TEACHER'S MANUAL

TO

THE CANADIAN SPELLER

GRADES II to IX

BY

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INTRODUCTION

The purpose of the *Teacher's Manual to The Canadian Speller* is to supplement the text by such explanations and suggestions as will enable the teacher to understand better its plan of construction and to use it more effectively. The suggestions are not meant, in any sense, to be exhaustive. The alert teacher will be the source of many more.

The first chapter explains the underlying principles of the Speller, and gives a very brief description of the scientific investigations carried on in Canada in its construction. The method of selecting the vocabulary of the Speller, and of determining the grade placement of the words, is in this connection of special importance.

The author takes certain positions in the matter of teaching this subject. He advocates that above Grade Two the test-study-test method should be followed, and that the reviews should be scientifically distributed, some of them to be contextual. These phases are discussed in Chapter II.

In Chapter III are discussed some of the more important general factors connected with the use of *The Canadian Speller*, such as the function of the Spelling Notebook, the means of motivating the work, and the provision for individual differences in spelling ability. In addition, the objectives for each grade are set out, and explanatory comments are made upon the study helps and dictionary and other exercises that are found in the text.

The teaching of spelling in the ungraded school with the limited time at the teacher's disposal is a pressing problem. In the last chapter of the *Manual* the author offers some helpful suggestions along this line.

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TEACHER'S MANUAL

CHAPTER I

BASIC INVESTIGATIONS

The spelling problem.—Were the English language strictly phonetic, the spelling problem would be greatly simplified. As it is, however, the spelling “grind” is a necessity. This means, not that this part of the school programme should lack any of the freshness and joy of the well-conducted classroom, but rather that to learn to spell a word is to build a habit, and is, therefore, subject to the laws of habit building. Every teacher, well-informed professionally, knows the place of repetition or drill as one of these laws. Every teacher knows, further, that drill alone is not enough. “Practice makes perfect” only when other things are equal. Oftentimes, the other things are more important than the practice. In this lies the urgency of motivation. It means that the response which is desired, and should become established as a habit, will in some way be made satisfying.

In addition to the problems of method in teaching, there is, also, the very important problem of curriculum construction in the field of spelling. This involves, first, the determination of the *content* of the curriculum—in the case of spelling, the vocabulary to be learned—and, second, the assignment of this content to the different grades of the school. In the preparation of *The Canadian Speller* both of these phases have been subjected to the most extensive and thorough investigations, which are briefly described in the following sections.

The vocabulary.—The English language is said to contain at least 450,000 words. This is a huge number. Its size is the more easily appreciated when we are reminded that the average pupil, upon graduation from the elementary school, is not able to spell more than 4,000 words. With the contrast of these two numbers before us, we can clearly understand the vital importance of the careful selection of the spelling curriculum for our pupils. Much of the current practice of selection is quite too haphazard to be anything but extremely wasteful.

During recent years educators have been much influenced by the educational principle of social usage or social utility. The practical application of this to the spelling problem means that the selection of the spelling curriculum will be determined by the extent to which the words which make up its content are required by the pupil in his writing needs as a child and also as a future adult. During the past two decades many studies have been made to determine with some scientific accuracy what these words are. These studies have been conducted, for the most part, in the United States.

Convinced that the studies just indicated were fundamentally sound, and that similar ones should be made in Canada, the author determined to undertake the task, and, during the past nine years, has made this one of his major fields of educational investigation. Very little had, or since has, been done in this country from which assistance could be derived. In the limited compass of this *Manual* it is impossible to do more than indicate the nature of the various studies carried on.

The author first set himself the task of discovering the most important writing needs of children and adults. To do this a study was made of approximately 200,000 running words of professional, business, financial, social, farmers', and children's letters. This study showed, on the basis of *frequency* of use in representative types of writing, what

are the most important words for the individual to be able to spell. This is one of the largest single studies covering a wide variety of writing that is reported in the educational literature of English-speaking countries, and at the time it was made it was exceeded by only one. Since then the report of the *Commonwealth Study* has been published. This was exceedingly extensive and thorough, and, in the preparation of *The Canadian Speller*, frequent reference was made to it. It was, however, a study of the vocabulary of adults, and not of children. The author has also found from his own study, because of certain factors, of which some are more and others less patent, that the index of frequency of use in the *Commonwealth Study* is not wholly reliable for Canada, and requires a study such as has been indicated above against which to check any selection of words for a spelling vocabulary to be used in Canadian schools. Among others, such words as *prairie*, *councillor*, *deputy*, *cheque*, *hockey*, and *provincial* have revealed this need.

In addition to the above, comparisons were made with studies which had as their object the determination of the most important words in reading and in children's themes. Of the former the most important is that by Thorndike reported in *The Teacher's Word Book*. Recognition was also given to the studies made by Packer, Housh, and others of words most commonly found in school readers. These investigations the author supplemented, however, by similar ones of representative Canadian school readers. These include those used in both Eastern and Western Canada.

The studies of the vocabularies in children's themes also played a part in the determination of the spelling curriculum. Among those of this latter type was one carried on in the schools of the city of Regina under Acting-Superintendent Aldridge. This was to determine the grade in which words first occurred incorrectly spelled, and also the extent of the persistence of these errors. More than 10,000 themes were examined by the teachers in this investigation.

From the brief outline given above it is evident, then, that the vocabulary of *The Canadian Speller* not only is based on investigations of these various types conducted in the United States, but also was checked by similar studies, extensive and thorough in character, carried on in Canada. We can be assured, therefore, that this vocabulary includes words very frequently needed in writing by Canadian children and adults.

Grade placement.—After the spelling vocabulary is determined, the very important but difficult problem follows of assigning this vocabulary to the grades. What practical considerations should be kept in mind in such a task? The following have had the greatest weight with the author.

1. To the lowest grade should be assigned those words which the pupils of this grade most frequently use in their writing both inside and outside the school. The pupils of each higher grade extend their writing vocabulary. To these successive grades should be assigned those words which tend most to meet that expanding writing vocabulary.

2. To the lowest grade should be assigned those words which the pupils of this grade most frequently need in their reading both inside and outside the school. The pupils of each higher grade extend their reading vocabulary. To these successive grades should be assigned those words which tend most to meet that expanding reading vocabulary. This consideration has most weight in the lower grades.

3. To the lowest grade, other things being equal, should be assigned the words easiest to spell. To each higher grade, under the same conditions, should be assigned words of increasing difficulty.

4. To the various grades should be assigned those words which will most suitably enrich the vocabularies of the pupils at their respective grade levels.

5. In the higher grades of the elementary school more importance should be attached to the vocabulary of adults. More of this vocabulary should be assigned to these grades.

The grade placement in *The Canadian Speller* was done while keeping in mind these principles and the light that the studies referred to in the preceding section threw upon them.

The steps taken to secure data in Canadian schools on the difficulty of the words were as follows.

The vocabulary of the Speller was arranged by chance selection in lists of fifty words each. These lists were sent to schools in each of the nine provinces of the Dominion, and were given in the month of April, without previous preparation on the part of the pupils, to classes promoted into the grade the previous September. All the words were given to all the pupils from Grade Two to Grade Eight, inclusive. The scores on these tests provided norms of performance, not for one grade only, but for each grade from the second to the eighth, inclusive. Thus it was possible to set out an index of difficulty for each word for each grade. These data gave a clear indication of the grade limits within which the word should be assigned, other factors being equal. Spellings from each of the nine provinces were used for most of the words—for no word was its difficulty determined by spellings that were secured from fewer than five provinces. *Two hundred* spellings were set as the minimum requirement per word. The average, however, considerably exceeded this number. A high degree of reliability was thus secured.

The word lists.—The words for each grade are arranged in lists. In each grade, one list constitutes the *new* work for a week, and the third list before it the *review* work for the same week. After the mid-term contextual review, however, the review list is the fourth before the new list. This review should be taken when it is met in the regular review system. On the whole, the words are arranged in order of increasing difficulty throughout the year. No formal spelling lessons are given for Grade One, as formal spelling should not be commenced below Grade Two. Grade One pupils, however, will have learned to write a considerable number of words. They will also have learned to associate the written symbol

with the spoken symbol, and both of these with the actual object. This ability is important in the beginning of formal spelling. The teacher should assure himself in the case of each pupil that the ability has been gained to make this association.

CHAPTER II

METHODS OF TEACHING AND STUDY IN THE GRADES

The teacher's aim.—Successful teaching of spelling depends upon two factors: first, the careful selection of the words to be taught, and second, the use of the most effective methods of teaching and of study. Both of these conditions of success were never more under the control of the teacher than they are today, for investigations are revealing the words most needed in writing, and are more surely showing us the most effective, and thus the most economical, methods of study and of teaching.

Specifically, the teacher should aim to develop two abilities in the pupils. The first is that of spelling the words assigned to the grade. The other is that of recognizing a new word anywhere, as one would a new flower or a new bird, and of being sufficiently interested in it to learn its spelling, if such is not already known. This ability to recognize strange words, and to attack the learning of them oneself, is more important than the former ability, because it continues after school days are ended. The pupils may meet these words in the literary selection, in the geography text, or in their reading at home.

The presentation of the words.—In accordance with the best modern practice, the spelling material in *The Canadian Speller* is arranged in word lists. In addition to the word lists, however, many of the most difficult words occur in sentences, which are to be used for weekly dictation. There are also spelling exercises of various types, which have been designed for the specific purpose of assisting the pupils to attain the objectives set in the work for their particular grade. Further, at the beginning, middle, and end of the year, reviews of the most frequently used and most difficult words occur in contextual

material, such as sentences, paragraphs, and letters. These reviews should be regarded as of the greatest importance.

A careful estimate of the weight of the more recent scientific investigations relating to methods of teaching spelling reveals the fact that the test-study-test procedure is found, above Grade Two, to be more effective than the study-test method, which has been followed for many years. The traditional *study-test* method involves giving to all pupils in the class the same assignment to study, and later testing on this assignment. Strong criticism is urged against the wastefulness of this method in view of the fact that some of the pupils, at the time the assignment is made, already know the spelling of many of the words, but no account is taken by the teacher of this important fact.

The *test-study-test* method, on the other hand, is based on the assumption that pupils learn to spell words at times other than during the periods of the daily programme devoted to spelling. Hence they know more words than have appeared in their previous spelling lessons. Thus, from time to time, they will find in the lists words the spelling of which they already know. The pre-test, that is, the test immediately after the pronunciation and the meaning of the words of the list have been taken, will show what these words are. The teacher will notice definite individual differences in this connection. This method makes provision for these differences. It should be pointed out, however, that correctness of spelling on the day of the pre-test gives no complete guarantee that the same pupil will spell the word correctly if another test is given the following day. Either the study-test or the test-study-test method is possible in using *The Canadian Speller*, but above Grade Two the author strongly recommends the use of the latter.

In Grade Two, however, there are considerations which make it advisable to use the traditional study-test method. In the first place, there are not such great differences among the pupils in the number of words in the week's assignment

which they already know. In the second place, a method should be used which makes possible very close co-operation of the teacher with each pupil in initiating him successfully and happily into the mastery of his spelling problems. This involves many habits, but one of the first and most important is that of learning how to study. The pupils, from the beginning of formal spelling, should learn the best method of study under close and sympathetic supervision.

The details of the study-test method are explicitly set forth in the instructions to the Grade Two teacher; those of the test-study-test method, which is used in all the later grades, are as clearly given in the instructions to the pupils of these grades. The attention of the teacher might be directed to that part of the instructions to the pupil in the conduct of the work for the week which requires the pupil to read over *all* the words of the week's assignment on each day except Friday. The purpose of this is to develop the very important ability of learning to spell through observation.

Certain features of the test-study-test method used in *The Canadian Speller* should be noticed.

1. In the pre-test, pupils are instructed to write only those words which they are sure that they can spell correctly. This has two possible advantages. It obviates the danger that errors made in the pre-test may persist throughout and even after the study period. It also helps to develop a spelling consciousness in the pupils by revealing to them with what words there is associated a degree of uncertainty of ability to spell.

2. A certain flexibility should be allowed in connection with the pre-test. To the very poor spellers some opportunity might well be granted to look over the words of the list before the pre-test is given. The teacher might call their attention to such difficult parts of the words as the double vowels, double consonants, or silent letters which they may contain. This increases rather than lessens the value of the pre-test for such poor spellers.

3. Usually those who use this method give a further test

on Wednesday. It is recommended, however, in *The Canadian Speller* that the time thus taken be given to the exercises and games assigned and to the reading and discussion of the study helps. The pupils might also profitably spend their time in choosing partners and testing each other on the words of the new list or on other words the spelling of which they should know. Or again, some of the time may be taken by the pupils for further study. The exercises, games, and study helps are not only very important in themselves but give variety and create interest.

4. Some pupils possess very exceptional ability in spelling. It would waste their time to be required to use the study periods on both Tuesday and Thursday to master the week's assignment. Such pupils, but *only* such pupils, should be excused from the spelling period on one or both of these days. This time, however, should be filled with other profitable assignments.

The system of reviews.—The review system in this Speller is built on the best psychology of learning. The reviews occur at optimum intervals, and are of such types as to be most effective. A list of words is presented to the class for the first time on the Monday pre-test. The first review test of the words of this list, therefore, occurs on Friday. When dictating the list to the pupils on the test on Friday, the teacher should change from week to week the order of the words as given in the text. All errors then made should be corrected, and the words promptly and carefully relearned after the test. The pupils should write these words in their Spelling Notebooks and review them as suggested on page 21. In the second review of this list, occurring three or four weeks later, as will be explained in the next paragraph, the original list of words is studied in the form in which it was studied earlier, that is, as a list. In the next review, some of the words of this list are met in contextual material, such as sentences and letters. Special care has been taken to have the more troublesome words occur in the contextual reviews,

and those that present especial difficulty in a number of similar subsequent reviews. These contextual reviews are provided at the beginning, the middle, and the end of the year, and the pupils should put into them their best effort. Attention should also be called to the distinct helpfulness of bringing together at the end of the grades words which have similar pronunciation, and which have been previously studied. This has been done under the heading *Words To Be Distinguished*.

The plan of procedure in carrying the review work along with the new assignments is very simple if the two series—the new lesson and the review—are considered separately. In connection with the new assignments there can be no mistake, because these are indicated clearly by the number of the week, as First Week, Second Week, etc. On the other hand, there can be as little possibility of mistake in connection with the review series. Preceding the new work in each grade above Grade Two there are three contextual reviews. Review 1 is always taken with the new work of the First Week; Review 2 with that of the Second Week; Review 3 with that of the Third Week; the work of the First Week with that of the Fourth Week, and so on. Without exception, throughout the grade, every assignment is taken in the review series as it is met. When this system is followed out, it will be seen that, before the Mid-Term Review is met *in the review series*, the review will be three weeks before the new work. After the Mid-Term Review is met in the review series, the review will precede the new work by four weeks. Attention, however, should be called to the absence of contextual reviews at the beginning of Grade Two. This is due to the fact that there has been no formal spelling in Grade One. Hence, the first of the review series in Grade Two will commence with the work of the Fourth Week, when the work of the First Week will be taken as a review. The review series will then be followed in regular order.

CHAPTER III

GENERAL AND SPECIFIC SUGGESTIONS REGARDING THE WORK OF THE GRADES

In this chapter are set forth as clearly and concisely as possible certain suggestions and directions to teachers whose pupils are using *The Canadian Speller*. The directions which apply to the work of all the grades are set out first; then follow the specific directions and suggestions which apply more particularly to the work of a single grade.

Supplementary words.—In *The Canadian Speller* the author has presented a solution of this problem which not only supplies an enriched curriculum in spelling, but provides for this enrichment in such a way that it gives an elasticity to the method and arouses in the pupils a feeling of self-participation. The supplementary words are of three types. The first consists of specific words which are suggested in the weekly assignments. The second consists of a number of words to be found at the end of each spelling text. The third consists of the words which each pupil himself selects and records in the *Personal Spelling List* section of his Spelling Notebook. These words are of his own personal choice. Of the brighter pupil more should be expected by way of this personal enrichment than of the average pupil.

Reviews.—If the system of reviews is not thoroughly understood, the section dealing with the system of reviews, on page 16 of this *Manual*, should again be read carefully. It is believed that the review system followed in *The Canadian Speller* will satisfy the review requirements of most pupils. If, however, the teacher finds that special cases arise, an adaptation of the review system should be made to meet the local situation.

Dictation.—As the final test of spelling ability in life is to be able to spell words in context, very generous provision has been made in *The Canadian Speller* for contextual material. All such material should be carefully studied by the pupils and should be given on the test on Friday. In some cases the teacher may wish to increase the amount provided in the text. If any words are found to be particularly troublesome to the class, the provision of such additional contextual material will be helpful.






Written work.—Because of the very nature and function of spelling, its motivation is closely linked with the motivation of learning to express one's thoughts suitably in writing. Good writing implies correct spelling. Hence, the social situations which stimulate pupils in their desire to write well should be used by the teacher to stimulate the pupils to spell well. Thus the pupils can easily be made to see the very great value of the Spelling Notebook. The progressive teacher will be quick to seize upon these social situations. There is the absent pupil in the hospital or very sick at home; there is the absent member of the family—father, mother, brother, or sister. Or, again, there is the wish to have the pupils of another classroom share in some pleasant activities; there is the challenge to a spelling match or to a baseball game; there is the order to be sent to a seed firm for seeds for the school garden. All these require letters. Then, again, there is the short story or the news item for the school paper. Such experiences of the week provide many opportunities to stimulate in the pupils a stronger purpose to learn to spell.

The spelling graph.—It has already been stated (page 16) that each pupil should enter in the proper section of his Spelling Notebook the words which he misspelled on the test on Friday. It is an excellent method of creating and maintaining interest for the individual pupil and the class to keep an objective measure of the weekly score in the form of a spelling graph. Each pupil should try to excel his *own* past record rather than that of some other member of his class. He should, then,

keep his own record from year to year, so that comparison will be possible. Such a graph can be safely kept in the pupil's Spelling Notebook. With the co-operation of the pupils, the teacher should assume the responsibility of keeping the *class* record. The following form of graph will be found satisfactory both for class and for individual pupils' records. When used for the class, the weekly average will give a satisfactory measure to record.

SPELLING GRAPH

for
the Year 193— - 193—

Date	List	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Sept. 3	1																					
10	2																					
17	3																					
24	4																					
Oct. 1	5																					
8	6																					
15	7																					
etc.																						

The pupil whose graph is shown above will read it in the following way: "On Friday of my first week, in the final test on the twenty words of my new list for the week, I had 18 words correct; on September 10th, one week later, I had 19 words correct," etc.

The graph may be extended to record as many weeks as desired. There are a number of ways in which the same graph might be used to record the score on the reviews also. One way is by using two colours of ink, and drawing two lines each week instead of one, one line of one colour to indicate the score on the new list, the other line of another colour to show the score in the review work.

Spelling standards.—Though in the pre-test on the words of any week the standards of spelling ability will possibly range for any class from very high to very low, yet on the final test on Friday, as, also, on tests given some weeks or months later, there should be only one standard for those particular words for every pupil in the grade, namely, one hundred per cent perfection.

The Spelling Notebook.—Much of the lack of feeling of self-direction and pupil-participation which sometimes accompanies a spelling text is avoided when the pupils make consistent and judicious use of a Spelling Notebook. The teacher should see that every pupil in the class has one, and that they are all uniform in type and arrangement.

The Spelling Notebook should have two sections. The first section provides for the entry of the words misspelled on Friday, whether these misspelled words occur in the new or the review list. There should be one blank column to the left of the words and five to the right of them. In the column to the left of the words, the number of the list in which each word occurs in the text should be entered. In the columns to the right of the words, should be entered the dates of the weekly tests on these misspelled words.

The teacher should make provision for review tests on these words by including them regularly in the test on Friday, or, in the higher grades, by allowing the pupils to choose partners and to test each other. After a word has been spelled correctly for three successive weeks, it may be marked off. When the former method of testing is followed, it is necessary for the teacher to have a list of the misspelled words

to be reviewed. This may be secured from the pupils; but, inasmuch as the number of these words will be very small, the most satisfactory way of securing the list is for the teacher himself to keep a record of the pupils' misspelled words in a form which will readily suggest itself to him. He will then dictate the misspelled words on Friday along with the words of the new list for the week.

Throughout all the work with the Spelling Notebook, the advantages potential in it will be realized only as the teacher encourages its use and carefully supervises it.

The second section of the Spelling Notebook should be entitled *My Own Personal Spelling List*. The pupil meets words in his reading at home, or in other subjects at school, which he has not yet met in his Speller and which he cannot spell. He would, however, like to learn these words, so that he will be able to use them in his own writing. These he should write in this section of the Spelling Notebook. The following suggestions should be followed:

1. The pupil should be encouraged to enter only those words which he will probably require. The teacher can give some direction in this.

2. In the column to the left of the words should be shown the date on which each word was entered.

3. In the columns to the right of the words should be entered the dates of the review tests on each word. A word may be crossed out after three consecutive successful tests.

The Spelling Notebook should be commenced at the beginning of Grade Four, and should be treated with real seriousness by the teacher, who should collect the pupils' books regularly for inspection. He should commend those who are keeping their books well and accurately, and help those who are not thus keeping them.

To attain the standard of perfection mentioned in the preceding section, every means at the teacher's command should be utilized. The spelling graph, proper methods of learning, well distributed reviews, contextual dictation, and

genuinely motivated writing, all have their place, but the Spelling Notebook fills a place unfilled by any of the others. It pays large returns on the capital investment of time and care made by pupil and teacher, because it is based on a sound psychology of learning. By requiring the pupil to record his errors on Friday in a book separate from his text, and to be tested regularly upon these errors, it gives definiteness to the learning act, which investigations show make for greater progress. It is also an indispensable means of developing individual initiative in increasing spelling vocabulary. Any additional effort on the part of the teacher in making consistent use of the Spelling Notebook will be justified in the higher spelling standards of his class which result therefrom.

Spelling rules.—The spelling rules given in the Appendices of the spelling texts are those which are most important and have the fewest exceptions. These rules apply almost entirely to the formation of derived words from root words. From thirty to thirty-five per cent of our ordinary writing needs consist of derived forms of words. If a study of these rules is made, it will be observed that in only one case is a rule given that does not apply to the spelling of derived forms.

The teacher should not require the pupils to commit these rules to memory until such time as many cases governed by each rule have been noted. After such an induction has been made, the rule should be learned to help the pupils in future instances. Investigations have shown that the intelligent use of a few of the more important rules, which, at the same time have few exceptions, is of definite assistance to the pupils in learning to spell.

Spelling games.—The Appendix to this *Manual* contains suggestions for a number of Spelling Games. Some of these have been incorporated in the texts; others have not. In certain cases in the texts the games have not been made competitive. If the teacher so desires, these games may very easily be adapted to include the competitive element.

Checking methods of learning.—Frequently it will be found that poor spellers have followed poor methods of learning. Methods, particularly those of the poor spellers, should be constantly and carefully checked. In the case of good spellers there does not exist the same urgency for checking.

The order of the dictation of words.—Under no circumstances should the pupils in the class become accustomed to having the words of either the new or the review list dictated in a certain order. The teacher should take great care to change the order from week to week. The reason for this is obvious.

GRADE TWO

Objectives.*—Grade Two pupils are commencing for the first time the study of formal spelling. One of the main goals to be achieved in this grade is for the pupils to form the best habits of learning to spell words. In order that this may be done, the teacher must work constantly with the pupils, and much of the pupils' work will be carried on with the use of the blackboard. This permits the teacher to keep a constant check on the methods of work and study being used by the pupils. Correct habits of study in this grade are more important than correct spelling of words, though both are possible, and should be expected.

Specific suggestions.—*First Week.*—The words of the first two weeks are names of objects. Pictures accompany these objects. This makes possible exercises of the nature found during these two weeks. These exercises have the very useful function of helping the pupil to recognize that the word is merely a symbol, and not the real object.

Second Week.—The blackboard should be used extensively during the beginning weeks of this grade. It is interesting and helpful for the pupils to notice that in some words the same letter may occur twice in succession.

*In setting out objectives for the grades, it should be understood that certain objectives which are common to all the grades are not mentioned under each.

Third Week.—The counting of the number of letters in a word helps to make the word more distinct to the pupils.

The pupils should, from the first, form the correct habits of learning to study and write a sentence.

Fourth Week.—The detection of groups of letters, like *ar*, is an ability that is worth while developing.

Fifth Week.—Supplementary words are meant only for those pupils who are able to learn them in addition to the regular words. The teacher should note carefully what was said above regarding individual differences.

Seventh Week.—The distinct pronunciation of all words, but particularly of words of more than one syllable, is one of the most important conditions of correct spelling.

Eleventh Week.—It is helpful for pupils very early in their spelling work, to learn to recognize the part of a word which is hardest for them to spell.

Twelfth Week.—This is an interesting game. The teacher should help the children to play it.

Thirteenth Week.—The ability to say the letters of the alphabet in order is the foundation of all dictionary work.

Sixteenth Week.—Constant checking of the methods of learning to spell words used by the pupils is most essential.

Eighteenth Week.—Both this game and the one of the Twelfth Week may be played frequently with profit.

Nineteenth Week.—The type of exercise in which pupils are called upon to distinguish words that are very similar in appearance is one which is likely to be of particular value to poor spellers.

Twenty-first Week.—Pupils will find it both interesting and useful to break up compound words into their parts.

Twenty-second Week.—This is the first approach to that phase of word building which we call the formation of plurals. The rule should be built up inductively. Many observations should be made before the rule is stated.

Twenty-fifth Week.—It is of very great help to pupils to learn to recognize quickly the silent letters, if any, in a word.

Thirty-fourth Week.—This is one of the simplest preparatory dictionary exercises.

GRADE THREE

Objectives.—Among other spelling abilities to be gained by pupils in Grade Three is that of undertaking their work in spelling more independently of the help of the teacher. Teachers will find that both individual pupils and classes will vary in their readiness to accept this independence. The teacher should assist the pupils in connection with the adoption of the test-study-test method of procedure. The pupils will also do work that will be preparatory to the actual work with the dictionary.

Specific suggestions.—*First Week.*—At the very beginning, and throughout the year, the methods of study on the part of the pupils should be carefully and constantly checked. This is particularly important in the case of poor spellers.

Second Week.—The supplementary words are meant only for those pupils for whom the regular words are found to be insufficient. Any pupil whose weekly score is not almost perfect, other things being equal, should be relieved of the responsibility of learning the supplementary words.

Third Week.—The review system should be followed carefully.

Fourth Week.—The recognition that new words may be formed from shorter ones by the addition of letters either at the beginning or at the end of the word constitutes the basis of knowledge of the derivation of words.

Fifth Week.—It is important that the pupils, before they have gone very far in Grade Three, should know the difference between the vowels and the consonants of the alphabet.

Sixth Week.—As many errors are made in spelling at the point where two vowels come together, it is a good practice for the pupils to look carefully at the part of a word where these vowels occur. These vowels may be the same or different vowels.

Eighth Week.—This spelling game, which serves the purpose of a semi-term review, may be adapted in regard to the method of conducting it as the teacher deems best.

Tenth Week.—The distinct pronunciation of words of more than one syllable is an essential condition of correct spelling on the part of pupils.

Twelfth Week.—As distinct pronunciation and enunciation of words is important in the development of spelling ability, each pupil must learn how he may himself divide words into syllables.

Thirteenth Week.—Any pupil who cannot distinguish quickly and readily these pairs of words, which are almost identical, will probably be a poor speller. His spelling may be greatly improved if he is given many exercises of this type.

Fourteenth Week.—This exercise of recognizing the number of letters in a word is one which helps to develop a more accurate and ready recognition of the word.

Sixteenth Week.—This is a valuable game in training pupils to look for pairs of vowels.

Twenty-first Week.—This week's list contains a word the original form of which was changed when *ing* was added.

Twenty-fourth Week.—If desired, this game may be made competitive by a slight adaptation.

Twenty-seventh Week.—The teacher should emphasize the fact that *lesson* is spelled *l e s s o n* and not *l e double s o n*.

Thirty-second Week.—This type of preparatory dictionary exercise should be repeated frequently until the pupils can do the work quickly and accurately.

Thirty-third Week.—The spelling match, when thoughtfully carried out and not overdone, is a stimulating method of conducting review work.

GRADE FOUR

Objectives.—In this grade exercises are assigned which will require pupils to make use of the knowledge of the function of the dictionary that they gained in Grade Three. This

knowledge will now be extended. The pupils will learn to arrange words in complete alphabetical order, and also to use Guide Words in finding words on their dictionary page. The pupils will also learn several ways of forming new words. This involves particularly a study of the formation of the plurals of nouns.

Specific suggestions.—*First Week.*—The ability to recognize the number of syllables in a word is necessary for the successful use of the dictionary later.

Second Week.—To many words *ing* may be added without making any other change in the spelling of the word.

Fourth Week.—As a supplementary exercise the spelling of words used in the kitchen, the pantry, the grocery store, or the schoolroom is not only valuable but interesting.

Sixth Week.—This dictionary exercise has been given before. It is very important.

Seventh Week.—The pupils should now see that plurals are formed not only by the addition of *s*, but sometimes by the addition of *es*.

Fourteenth Week.—The word *ladies* furnishes an example of another method of forming the plural, namely, by changing the singular form and adding other letters. The pupils should notice, also, that in the case of some words, when *ing* is added, the original word is changed.

Twentieth Week.—In this week's work the pupils, having already done the preliminary work in connection with arranging words in alphabetical order, distinguishing vowels and consonants, dividing words into syllables, and recognizing silent letters, are given a definite exercise employing the dictionary page. Other exercises follow, in succeeding weeks, in which the pupils are called upon to arrange words in complete alphabetical order.

Twenty-seventh Week.—The school dictionary may be used in playing this game. It is for the very important purpose of showing pupils how to find words quickly in the dictionary.

GRADE FIVE

Objectives.—In this grade pupils are taught practical applications of the knowledge of the use of the dictionary which they gained in Grade Four. This knowledge is also extended to include the use of Guide Words and the use of the dictionary as a source of meanings for words and of the correct pronunciation of words. All the other abilities connected with learning to spell should receive very careful attention in this as in other grades.

Specific suggestions.—*Second Week.*—This exercise definitely introduces the pupils to the meaning of root and derived words and the derivation of words by the adding of suffixes.

Fourth Week.—Another function of the dictionary, namely, to provide a source from which to secure meanings of words, is here introduced.

Fifth Week.—This is an extension of the work in word building which was mentioned earlier.

Sixth Week.—For rapid finding of words in the dictionary the purpose of the Guide Words must be thoroughly understood and their use explained.

Seventh Week.—The pupils should learn to recognize readily combinations of letters, including not only different vowels, but also vowels and consonants, and different consonants.

Eighth Week.—The abilities connected with the use of a dictionary should be developed, when possible, through games.

Tenth Week.—This exercise introduces the dictionary as a source where the correct pronunciation of words may be found.

Thirteenth Week.—The pupils should know how to change the spelling of a word in order that they may use it in the possessive relation.

Sixteenth Week.—This exercise introduces the pupils to another element in the pronunciation of words.

Seventeenth Week.—This is the first exercise in writing antonyms. It is valuable for extending the pupils' vocabulary.

Twenty-first Week.—Some time earlier, the derivation of words by the addition of suffixes was explained. In this exercise the pupils should note the derivation of a word by the use of a prefix.

Twenty-third Week.—The rule for the derivation of new words illustrated by the word *stopping* is an important one.

Thirty-first Week.—The pupils should understand that new words are formed also by combining two or more words.

GRADE SIX

Objectives.—Because of the very great importance attached to the use of the dictionary, further exercises, designed to develop in the pupils the power to use it, are provided in this grade. More attention should be paid to the way in which derived words are formed from root words and the similarities existing in some cases between word endings.

Specific suggestions.—*First Week.*—The ability to divide words into syllables is an important one and should be developed.

Second Week.—The pupils may use their own dictionaries or the school dictionary to do this exercise. It is important to be able to recognize quickly whether the word sought lies between the two Guide Words at the top of the dictionary page.

Fourth Week.—This exercise is one which involves a knowledge of a number of ways of forming the plurals of nouns.

Seventh Week.—The pupils should make sure of the spelling of many of the words that they meet in other subjects.

Tenth Week.—This dictionary exercise helps to make the pupils aware that most words have more than one meaning. The meaning is determined in these cases by the words that precede and those that follow, or by the *context*.

Thirteenth Week.—Similar words such as *route* and *roust* should be carefully distinguished.

Fourteenth Week.—Correct spelling depends to a considerable degree upon enunciating clearly the syllables of words.

Sixteenth Week.—Some suffixes are very much alike, such as *ible* and *able*. They must be carefully observed by the pupils.

Twenty-first Week.—It is an excellent exercise for the pupils to continue their search for silent letters in words. They should follow the review system exactly as indicated in the text.

Twenty-second Week.—The brighter the pupil and the higher the grade, the more extensive should be the use of the *Personal Spelling List* section of the Spelling Notebook.

Twenty-fifth Week.—This is an excellent dictionary game and might be played frequently to advantage.

GRADE SEVEN

Objectives.—In Grade Seven a number of exercises should be given in which the dictionary as a source of meanings of words is the centre of application. This involves the finding of synonyms and antonyms. Some effort should be made to have the pupils understand the effect of the use of certain prefixes and suffixes upon the meaning of the original word. By the end of this grade all the rules in spelling given in the Appendices of the text should have been learned inductively. The pupils should now clearly feel the need of extending their spelling vocabulary beyond the words assigned in the text. In this connection they should make much use of the *Personal Spelling List* section of their Spelling Notebooks.

Specific suggestions.—*First Week.*—With the advance in grades the necessity for checking the pupils' methods of study does not decrease. Special attention should be given in this connection to the poor spellers.

Second Week.—As has been said in connection with earlier grades, the supplementary words are for those pupils for whom the regular words in the new and review lists are insufficient. The pupils, under the guidance and encouragement

of the teacher, should be taking a very active interest in the work of extending their spelling vocabulary.

Third Week.—Considerable practice in this grade should be given in finding in the dictionary the meanings of words.

It is very important that pupils should learn early that different word endings have similar pronunciations.

Fifth Week.—The development of certainty with respect to the correct spelling of a word should be regarded as a very important ability.

Sixth Week.—This is a most profitable type of supplementary spelling.

Seventh Week.—When a pupil has difficulty with the learning of the spelling of a word, he should be encouraged to discover the part of the word which he finds difficult, and to attack that part in careful study.

Eighth Week.—The pupils should notice that in certain words three vowels may occur together. This is true when certain suffixes are added to words ending in a pair of vowels.

Twelfth Week.—Dictionary work involving the use of synonyms and antonyms is of distinct value in connection with the pupils' use of English.

Thirteenth Week.—Words ending in *able* are much more frequent than words ending in *ible*. The words *possible* and *sensible* are two of the most common words that end in *ible*.

Fourteenth Week.—The pupils should notice that a word may have two pronunciations according to its grammatical function in a sentence.

Through observation the negative effect of *un* and *in* upon the meanings of words will be discovered by the pupils.

Fifteenth Week.—The general rule with regard to words ending with the *ik* sound should be helpful.

Seventeenth Week.—The pupils should now be gaining considerable confidence in their ability to spell correctly new words formed by the addition of suffixes.

Twentieth Week.—The best method of teaching words of the same or similar sound, like *course* and *coarse*, is to bring

them together after both have been learned. This is the method that has been followed in *The Canadian Speller*.

Twenty-third Week.—The pupils should play this spelling game. It is a good means of reviewing words with endings which present considerable difficulty.

Twenty-fourth Week.—The teacher should consult Appendix II in the text for other exceptions, like *argument*.

Twenty-ninth Week.—The pupils should put their best effort into this review exercise.

Thirty-second Week.—Much useful work may be accomplished by means of this spelling game.

GRADE EIGHT

Objectives.—One of the main objectives in this grade is to develop in the pupils a sense of personal responsibility for the conduct of the work in spelling, and for providing many of their own supplementary words. This does not imply that this development should not have begun in earlier grades, but it should be in full evidence in this grade. The feeling of certainty with regard to the spelling of a word should reach a high degree of development in Grade Eight pupils. Considerable emphasis should also be placed upon the review of the more important and difficult words.

Specific suggestions.—*First Week.*—The words for this week constitute a review. From the very beginning of the work for the grade special attention should be given to the matter of developing in the pupils certainty with respect to the correct spelling of a word. In connection with this, the recognition of the part of the word that is difficult is an important element.

Fourth Week.—The teacher should now be able to place upon the pupils more and more of the responsibility for the work in spelling.

Fifth Week.—The teacher should supervise carefully the pupils' work connected with the use of the dictionary, and give them every encouragement in it.

Sixth Week.—Not only is it important for pupils to be able to form derived words from root words and to write the root word when the derived word is given, but they should, in cases where they have difficulty in learning to spell the derived word, train themselves to discover the root word quickly.

Ninth Week.—Pupils should be encouraged to discover resemblances in words. It aids in the development of spelling ability.

Tenth Week.—The important dictionary work connected with antonyms should be continued in this grade.

Eighteenth Week.—By the time that the pupils have reached this stage in the spelling curriculum, undoubtedly they have consciously generalized as to the different ways in which certain sounds may be spelled. The teacher may give a certain impetus to the pupils by occasionally giving them sight spellings.

Nineteenth Week.—The pupils should note carefully the distinction between *practice* and *practise*.

Twenty-third Week.—This game of making new words by the use of prefixes and suffixes is a valuable one.

The pupils will find it both profitable and interesting to have the teacher assist them in discovering the meanings of a few of the prefixes and suffixes.

Twenty-fifth Week.—Some words change their pronunciation when they change their grammatical use in a sentence.

Thirty-second Week.—The words of this week have among them some of the most difficult words of this and previous grades. The words of the second column are particularly persistent in the matter of errors.

GRADE NINE

Objectives.—The work in spelling in Grade Nine represents a consolidation of all that has preceded in the earlier grades. This includes the development of good habits of study, the inductive learning of a limited number of helpful rules in spelling, the development of a sense of personal responsibility

not only for the conduct of the class work but also for the providing of a number of desirable supplementary words, the mastery of the technique of dictionary usage, and a study of the ways in which derived words are formed. This last work is extended in Grade Nine by discovering the meanings of the more important prefixes and suffixes of our language.

Specific suggestions.—*First Week.*—The one hundred words comprising the assignments of the first five weeks might well be called “The One Hundred Spelling Demons” of *The Canadian Speller*. At this point they should be mastered beyond the possibility of any lapse.

Sixth Week.—Whether they are studying a foreign language or not, Grade Nine pupils are interested in the derivation of English words from other languages. This work should be done in the spirit of discovery rather than in that of a task.

Seventh Week.—Supplementary words are provided both in the body of the text and in the list of suggested words at the end of the text. Pupils in this grade, however, should accept to a very great extent the responsibility of providing their own supplementary words.

Eleventh Week.—It has been noted that prefixes in derived words contribute their own particular meaning to the root word. Suffixes do likewise. Pupils should learn the meanings of some of the more important suffixes of our language.

Twelfth Week.—The teacher may have in his class pupils who, throughout their earlier grades, paid little attention to their methods of learning to spell. If he has pupils who are noticeably weak in spelling, he should check very carefully their methods of study, as it is probable that therein lies the cause of the weakness.

Eighteenth Week.—Pupils should now be able to divide words into their syllables with a high degree of accuracy. The rules in Appendix III of the text should be learned inductively.

Twenty-eighth Week.—It is important for pupils to notice that when a word changes its grammatical relation it very frequently changes its ending.

CHAPTER IV

TEACHING SPELLING IN UNGRADED SCHOOLS

Experience has proved that in rural ungraded schools some system of classroom procedure must be followed that will insure the most economical and effective use of the school day. This may be achieved in the conduct of the spelling recitation by adopting a scheme of grouping classes and arranging assignments accordingly. Two problems confront the teacher of spelling who follows the test-study-test method. One is to combine the grades of the school into groups, so that the work of the groups may be taken simultaneously, while, at the same time, each group may proceed with the work in spelling assigned to that grade in the text. The other is to arrange the schedules of daily work of these groups so that each may receive a due amount of the teacher's time without extending beyond its proper proportion the total time given to spelling on the school programme, a condition which could not fail to result if the teacher took the work with each class alone.

Grouping the pupils.—Whatever arrangement of groups may be determined upon by the teacher, it is best at all times to omit Grade Two from the grouping. Grade Two should be kept by itself so that the teacher will be free to work with the class. He should do this every day for the first few months, and at least three days a week during the remainder of the year. At this time it is not so important that the pupils' spelling ability should be tested as that they should build the correct habits of group learning and of individual study. The accomplishment of this will require the active co-operation of the teacher for the greater part of the year. If this is not accomplished, needless difficulties await the

pupils and the teacher in later grades. It is strongly urged, therefore, that any grouping of grades that may take place should not commence before Grade Three. A suggested grouping in schools with different numbers of grades is as follows:

School with Seven Grades

Group I	.	.	.	Grade Three
Group II	.	.	.	Grades Four and Five
Group III	.	.	.	Grades Six and Seven

School with Six Grades

Group I	.	.	.	Grade Three
Group II	.	.	.	Grades Four and Five
Group III	.	.	.	Grade Six

The daily programme.—As has already been pointed out, the adjustments recommended in this *Manual* in connection with the conduct of the work in spelling in one-teacher rural schools are for the purpose of securing certain definite ends. Among these are, first, to obviate assigning on the programme more than from thirty to forty minutes a day to the work in spelling for the whole school; second, to make it possible, whatever system of grouping is adopted, for the classes to follow the work of the texts regularly from grade to grade; and third, to permit the teacher to give a due proportion of his time to each class to give the tests and supervise the exercises required each week. It will be noted that the tests come on Mondays and on Fridays, and the exercises on Wednesdays, and that on Tuesdays and Thursdays the pupils give the time to study. If, by grouping the classes as proposed and by changing the schedule of work, the teacher can arrange to use the time on Tuesdays and Thursdays with some of the grades to give the tests and supervise the exercises—work which according to the regular schedule is done on the other days of the week—much time may be saved. The fol-

lowing arrangement of the work of the groups is proposed to accomplish this end. The work for the first week is set out first, followed by that for succeeding weeks.

**WEEKLY PROGRAMME IN SPELLING
FOR GRADES III TO VII**

FIRST WEEK

GROUPS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I Grade 3	Teacher checks methods of study of pupils and helps where necessary.				
II Grades 4 and 5	Teacher checks methods of study of pupils.				Test on new lesson
III Grades 6 and 7	Review of difficult words	Test on new lesson	Study	Exercise and Study	Study

The above table shows that during the whole of the first week the teacher spends the time with Group I pupils in checking their methods of study, helping those who specially require help, and initiating all successfully into the use of the test-study-test method. Some of the best pupils may review some words which they found particularly difficult in the previous grade. Till Friday the same type of work is carried on with Group II. On Friday, Group II is given the first test on the new lessons. Grade Four is tested on List 1 of the Grade Four work, and Grade Five is tested on List 1 of the Grade Five work. This testing is done, however, after the words have been pronounced and their meanings illustrated in sentences. The teacher dictates the words to the two classes alternately; that is, the teacher gives the first word to Grade Four, and then at once gives the first Grade Five word to Grade Five; the second word alternately in the same way, and so on to the end of the lists.

Group III studies difficult review words on Monday, and

on Tuesday is given a test on the new lessons. The preliminary work in pronunciation and meanings, as for Group II, is first given, and then the teacher dictates the words to Grades Six and Seven in a way similar to that in which they were dictated to Grades Four and Five. On Wednesday and succeeding days Group III carries on the sequence of the spelling work of the week. The method of conducting the work for the second and following weeks is shown below.

WEEKLY PROGRAMME IN SPELLING FOR GRADES III TO VII

THE SECOND AND FOLLOWING WEEKS

GROUPS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I Grade 3	New Test	Study	Exercise and Study	Study	Final Test
II Grades 4 and 5	Study	Exercise and Study	Study	Final Test	New Test
III Grades 6 and 7	Final Test	New Test	Study	Exercise and Study	Study

This table should be read in connection with the table above, which gives the programme in spelling for the first week. When this is done, it will be clear, for it will be seen that the sequence of the work of the week for each group is followed as outlined in the text; that is, the day following the test on the new words is used for study, the next day is occupied with study and exercises, the next with study, and this is followed by the final test. The only change is that, instead of giving the test on the new list to Group II on Monday, it is given on Friday, and to Group III on Tuesday. But it will be noted that the sequence as just indicated is maintained.

It should be pointed out that Group III, consisting of Grades Six and Seven, are to be given their initial and final tests as they are given to the other groups. That is, the teacher gives the first word of the Grade Six list to Grade Six, immediately followed by the first word of the Grade Seven list to Grade Seven, continuing thus alternately till all the words are given. On the days when the groups are given exercises, it is sometimes possible to select from the suggestions in the *Manual* those that might be suitable to both classes in a given group.

APPENDIX

GAMES FOR THE GRADES

GRADES TWO AND THREE

1. *The First and Last Letter Game.*—The class chooses a leader. The leader selects a list of words known to the class and writes one word at a time on the blackboard, giving only the first and last letters. He makes marks for the other letters, as *a - e, s - e, m - - e*. The other pupils think what the word is, say it, and spell it.

2. *Mixed Letter Game.*—Each pupil has a box of small cards with a single letter on each card. Each pupil chooses a partner and makes a word with his own cards. Then he mixes up the letters and lets his partner try to arrange the letters to make the same word or a different one.

3. *The Ladder Game.*—The class is divided into two sections, and the pupils are paired off, Number 1 of one side with Number 1 of the other side, and so on. The teacher draws on the blackboard two ladders with not more than twelve rungs in each. The first pair of pupils take their places at the blackboard, one pupil before each ladder. The teacher chooses a list of words for review. He dictates these words to the two pupils who are at the blackboard. Each of these pupils writes a word on each rung of his own ladder. Misspelled words, and the rungs on which they are written, are erased. The pupil wins who has the greater number of rungs left in his ladder. The other pairs follow in turn, and the side having the greater number of winning pupils wins.

4. *The A, B, C Game.*—A captain is chosen for approximately every six pupils. Teams are chosen by the captains. The pupils take their places in front of the blackboard as teams.

The first pupil on each team writes on the blackboard the name of something that he can see or think of that begins with *a*. The next pupil on each team writes on the blackboard the name of something that he can see or think of that begins with *b*, the next with *c*, and so on. If a pupil cannot think of a word for his own letter, he is allowed to take the succeeding letter. The next pupil may write a word for the letter that has been omitted. The pupils continue to take their turns till words have been written for all the letters except *x*, *z*, and any others for which no one can think of a word. At the conclusion, the captain makes any additions or corrections in his list which he thinks should be made. That team wins which has the greatest number of words spelled correctly. With more advanced classes two words may be written for each letter instead of one.

5. *Double Vowels Game*.—A pupil goes to the blackboard and writes a word with two vowels together, like *soap*. The pupils then write as many words as they can find in lists that they have studied that have the same pair of vowels. That pupil wins who has the most words correctly spelled.

6. *The Test-Me Game*.—The pupils choose two teams and two leaders. The leader of the first team asks the teacher to test the pupils. The teacher replies, "Spell the names of articles used in the kitchen." The pupils of both teams then write the names of all the objects that they can think of that are in the kitchen. Another time the teacher may select the flower garden, the vegetable garden, the pantry, or the barn. One mark is given for each word spelled correctly, and two for each misspelled word found in the opposing team's list. The side with the larger score wins.

GRADES FOUR, FIVE, AND SIX

1. *The Word Puzzle*.—The class chooses sides and leaders. One side finds the names of all the fruits and vegetables it can among the words that have been studied. The other side finds the names of all the numbers it can among the words

that have been studied, such as *four*, *seven*, and *thirteen*. Each leader makes a list of words, equal in number to that of the other, from the words that were found. The teacher writes these words in two columns on the blackboard, omitting some letters and putting in their places marks, as *th - rt - - n*. The pupils of each side write out all the words of their own list, filling in the missing letters. The score is the total number of words written correctly in full.

2. *The Plurals Game*.—The pupils choose teams and leaders. They take their places in front of the blackboard as teams. Each member of each team writes in a column on the blackboard in front of the other team the name of an object in the singular form. These words will be taken from lists that have already been studied. If the teams are small, each pupil may write more than one word. The teams then go back to their own places in front of the blackboard. Each member of each team selects a word in the column in front of him and opposite it writes the plural of the word. Each pupil then goes back to the word which he originally wrote, and makes any necessary correction. Each correction scores one point. The score for the team is the total of the scores made by its members.

3. *A Spelling Match*.—The pupils choose teams and captains. Each team selects the most difficult words from the new and review assignments of the last two or three weeks. The teams then go to the blackboard in turn. The captains dictate the words to the pupils at the blackboard, each pupil writing different words. There should be a sufficient number of words for each pupil to write four. Each team corrects the words of the other. The score of each team consists of one for each word spelled correctly, and two for each mistake discovered in the words of the other team and properly corrected.

4. *Obstacle Race*.—The teacher selects twenty review words. Of these, four will be of definite types. The *fifth* will be a derived word which the pupils have not had in their lists,

though they have had the root form. The derived form can be spelled correctly by knowing the appropriate rule in the Appendix of the text. The *tenth* word will be a plural, the singular of which the pupils have had. A knowledge of the rules for forming plurals will enable the pupils to spell this word correctly. The *fifteenth* word will be a possessive; and the last, another derived word. Every fifth word is an obstacle. Each review word correct counts one point; each obstacle counts two points, if correctly spelled.

5. *The Shorter Word Contest.*—The pupils choose sides. Each side numbers from one forward. The pupils work in pairs, Number 1 of one side with Number 1 of the other side, etc. Each member of each side writes a word of at least nine letters on the blackboard. Then each member of each pair takes the word written by his opponent and makes from it as many smaller words as he can in five minutes. No letter may occur in the shorter words more frequently than it occurs in the longer word. At the conclusion of this time each pupil takes his opponent's words and marks an X opposite each of the shorter words that is incorrectly spelled. The score is one for each shorter word formed, and two for each misspelling found in the opponent's list. The side with the larger score wins.

6. *The Longer Word Contest.*—The pupils choose sides. Each side numbers from one forward. The pupils are paired, Number 1 of one side with Number 1 of the other, etc. Each member of each side writes a word of three letters on the blackboard. The word in each case must be such as will lend itself to the directions which follow. Then each member of each pair takes his opponent's word and makes longer words from it by using a prefix, a suffix, or both. Six minutes is allowed for this work. At the conclusion of this time each pupil takes his opponent's words and marks an X against each of the longer words that is misspelled. The score is one for each longer word formed, and two for each misspelling found in the opponent's list. The side with the larger score wins.

This game may also be played with root words of more than three letters in length.

7. The sixth game explained for Grades Two and Three may be used in these grades also. Longer lists will be expected.

GRADES SEVEN, EIGHT, AND NINE

1. *Omitted Letters Game*.—From eight to twelve pupils go to the blackboard. Each pupil writes one word that ends in *able* or *ible*, with these letters left blank, as *prob - - -*. Then all the pupils write these words in their books, filling in the blanks with the proper letters. Each pupil then writes his own word correctly on the blackboard, and all check the words in their books from the blackboard. Words with other combinations of letters, such as *ie* and *ei*; *al*, *el*, or *le*; and derived words, such as those with the suffix *ful*, may also be used.

2. *A Spelling Match*.—The pupils choose two teams. The members of each team write as quickly as they can all the words that they know that have in them the letters *qu* or that end in *ic*. Take *qu* at one time and *ic* at another. The pupils should stop writing promptly at the end of five minutes. The score is plus one for each word spelled correctly, and minus one for each spelled incorrectly.

3. *A Spelling Match*.—The pupils choose two teams and two leaders. The members of the first team take their places at the blackboard and write while the leader of the other team dictates ten words from a review list. Then the members of the second team take their places at the blackboard in front of the work of the first team, and each corrects the errors in the ten words before him. The second team now writes while the leader of the first team dictates the next ten words. The first team then corrects the mistakes that the second team has made. Each team scores one for a word correctly written, and two for a mistake corrected.

4. Some of the games suggested for use in the previous grades may be played very effectively in these higher grades, either in their original form or in an adapted form.

